

DISTRICT TECHNOLOGY PLAN CHECKLIST

Please complete the shaded box on page 3 of this checklist form and return *all three sheets* as the cover pages of the completed technology plan.

☒ Cover Page

This page should contain the following:

- district name;
- name and signature of district superintendent;
- name and signature of technology coordinator;
- mailing address, phone and fax numbers, and email address of district technology coordinator;
- district home page URL; and
- effective dates covered by the plan (e.g., 2009–11).

☒ District Profile

This section should include the following:

- number of schools in the district,
- number of students enrolled in district schools,
- percentage of students eligible for free and reduced-price lunches,
- number of English as a Second Language (ESL) students,
- number of dropouts,
- graduation rate, and
- district E-rate discount.

☒ Executive Summary

This section must be a concise description of the entire technology plan.

☒ District Needs Assessment

This section should describe the district's current technology needs, current technology inventory, and current technology support strategies. All goals should specifically address your district's needs.

☒ District Vision and Mission Statements

These overarching statements should address the district's needs, including assistive technology needs, and should be aligned with the 2009–13 state technology plan as well as the No Child Left Behind legislation.

☒ Plans for the Five Individual Technology Dimensions

The narrative of the district's plans for the individual Technology Dimensions should be organized on the basis of the following five sections, which should ***be labeled and ordered as shown here***:

:

- Technology Dimension 1: Learners and Their Environment
- Technology Dimension 2: Professional Capacity

- **Technology Dimension 3: Instructional Capacity**
- **Technology Dimension 4: Community Connections**
- **Technology Dimension 5: Support Capacity**

In each of the above sections, the narrative for the technology dimension should be organized on the basis of the following seven sections, which should ***be titled and lettered as shown here:***

- A. Snapshot of Current Technology Use in District**
- B. Overall Goal for This Dimension**
- C. Objectives, Strategies, and Action List to Reach Goal**
- D. Implementation Action Steps for Districts and Schools**
- E. Funding Considerations for District and Schools**
- F. Evaluation of Objectives** (including baseline data sources and ongoing data sources)
- G. Current Best Practices in District** (if applicable)

☒ **Cumulative Benchmarks**

This section should list the benchmarks expected to be met during the period covered by the plan. Include a timeline and method for assessing benchmarks periodically.

☒ **Acknowledgements**

This section should contain a list of stakeholders that shows a wide diversity of school and community members who contributed to the planning process.

☒ **Appendixes**

- **Appendix 1: No Child Left Behind Action Plan**
Provide narratives for each of the twelve items in part C of the “Guidelines for District Technology Plans” section of the *South Carolina State Technology Plan 2009–13*.
- **Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan**
- **Appendix 3: District’s Acceptable Use Policy**
- **Appendix 4: How E-Rate Areas Have Been Addressed**
See part B of the “Guidelines for District Technology Plans” section of the *South Carolina State Technology Plan 2009–13* for the five E- rate areas

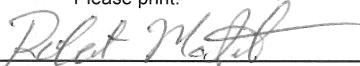
☒ **Bibliography**

This section should provide full publication information and specific page references for all secondary sources utilized.


☒ **Other Vital Appendixes**

I verify that all above components for the [name of district] Dillon3
technology plan have been addressed. Please print.

Technology Director's name: Robert McIntyre
Please print.

Technology Director's signature:  9/21/09
Date signed

Superintendent's name: John Kirby
Please print.

Superintendent's signature:  9/24/09
Date signed

Dillon School District 3

Technology Plan

July 1, 2009 – June 30, 20013

Created September/2009



205 King St.
Latta, SC 29565
(843) 752-7101
(843)752-2081 fax

<http://www.dillon3.k12.sc.us>

John M. Kirby, Superintendent
john@mail.dillon3.k12.sc.us

Robert McIntyre, Director of Technology
ramcinty@mail.dillon3.k12.sc.us

CONTENTS

| | |
|--|-----------|
| District Profile | 3 |
| Executive Summary | 3 |
| Needs Assessment | 4 |
| Vision and Mission Statements | 9 |
| Plans for the Five Individual Technology Dimensions | |
| Dimension 1: Learners and Their Environment | 10 |
| Dimension 2: Professional Capacity | 12 |
| Dimension 3: Instructional Capacity | 14 |
| Dimension 4: Community Connections | 16 |
| Dimension 5: Support Capacity | 18 |
| Cumulative Benchmarks | 20 |
| Acknowledgements | 21 |
| Bibliography | 21 |
| Appendices | |
| Appendix 1: No Child Left Behind Action Plan | 22 |
| Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan | 25 |
| Appendix 3: Acceptable Use Policy | 26 |
| Appendix 4: How Erate Areas Have Been Addressed | 31 |
| Appendix 5: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions and Outcomes | 32 |
| Budget | 33 |

I. District Profile

Dillon School District 3 has four schools: Latta Early Childhood Center, Latta Elementary, Latta Middle and Latta High.

LECC – **343** Students PK through 1st; **240** of those are eligible for free or reduced lunch

LES – **534** Students 2nd through 5th; **369** of those are eligible for free or reduced lunch

LMS – **374** Students 6th through 8th; **272** of those are eligible for free or reduced lunch

LHS – **495** Students 9th through 12th; **317** of those are eligible for free or reduced lunch

PK Students: **91**

ESL Students: **2**

Dropout Number: **<1%**

Graduation Rate: **86%**

Erate Discount: **80%**

** These figures are based on Fall 2009 statistics*

II. Executive Summary

The technology plan for Dillon School District 3 seeks to convey our vision of technology and how it can impact our students. During the first ISTE Institute that we participated in, we realized that we didn't really have a cohesive plan or vision guiding us. During the Institute we established our vision and totally recreated our technology plan. The new plan was simple, elegant and systemic.

Due to our rural nature and poor socio-economic status, we view technology as the great equalizer that can provide our students with the same resources that their peers in other more affluent areas take for granted. Given that, we infuse technology into every aspect of our school lives. By giving teachers better tools we make them more efficient and effective and that in turn affects classroom learning environments.

A major focus has also been providing building level support for technology using technology coaches. These coaches provide continual support and training as needed.

We have also committed to systemic change in the district. Personnel and curriculum decisions have been adjusted to accommodate what we want to accomplish with technology based on ISTE standards and our vision.

Our plan is leading us to our goal of providing 24x7 access to instruction and gives us the means of getting there. Ultimately every student will have a personal computing device of their own which they can use to access instructional resources anytime and anywhere.

III. District Needs Assessment

Based on our current status, Dillon School District 3 has needs in the following areas:

I. Access to current technologies

We have a need to update desktop computers at our middle and high schools. The current classroom and administrative computers are now seven years old and require replacement. They are reaching the point where they are not able to run current versions of software. This is especially concerning with the imminent replacement of our student administration system which no doubt will need upgraded computers to function adequately.

Status: At this time we have no schedule for replacing these computers.

II. Implementation of SIF

Until recently, SIF (Schools Interoperability Framework) has been a dream for most districts. Cost and expertise has been an effective barrier to most districts that would even consider deploying a SIF solution. However the new National Education Technology Plan lends a good bit of credence to the SIF movement and the new SUNS project by our SDE puts us in a good position to seriously start considering it. It's a given that such a solution in a district would save time, money and data entry errors.

Status: We have completed the installation and configuration of our SIF server and successfully integrated services with four different vendors. We are now pursuing communications with our other vendors to determine the status of their SIF agents and how they may be best integrated.

III. Updated Phone Service

In order to provide a modern phone service with all of the features expected in today's workplace, Dillon School District 3 will replace three of the phone systems in the district. The phone systems at the Latta Middle School and Latta High School are over 20 years old and the district office phone system is nine years old. All three of these systems are analog and require a totally separate cable plant to support them. They also have a very limited set of features and do not provide the expandability we need. Two of those systems already run the maximum number of handsets available.

To address this need, we plan to replace all three of those phone systems with a new digital VOIP phone system that will run all three locations. This system will run on our current data network and provide expandability that we need while also being easier to manage than the old systems. It will provide support for up to 254 handsets and offer modern telephone features such as voicemail, call tracking, caller-id, call forwarding, auto attendants and much more.

Based on the number of phone lines this will affect we may also be able to move from regular analog POTS lines to a digital PRI and save money while also providing more efficient service.

Also, this system will tie-in with the new VOIP phone system that serves the Latta Elementary School and Latta Early Childhood Center and offer some capability for those systems to interact.

Status: The PRI for the new phone system was installed and operational in the summer of 2008. We have received and installed our new VOIP phone system to service the middle school, high school and district office. We have migrated the middle school over to the new phone system.

IV. Network Operating Software

In order to provide the technology services that our students need, we have to operate a computer network. This network requires software to operate and provide these services. We currently use two vendors of networking operating software, Microsoft and Novell.

Our Microsoft servers run services like our terminal server, content filter, firewall and others.

Our Novell servers provide services like email, DHCP, DNS, file/print services, remote access, authentication and others.

We will continue to need to upgrade our Microsoft VLA licensing every year to keep our network operating systems current and modern.

We will also need to continue to renew our Novell SLA every year to maintain our Novell servers and the services they provide.

Status: We currently utilize the Microsoft VLA and Novell SLA to provide our network services and seek to continue doing so.

V. Student Email Services

We have been providing every student in grades two through twelve in our district with an email account and we have a need to continue doing so into the future. We utilize a hosted solution to provide these services to students and we feel that is still the most effective means for us to provide that service. It is a safe, customizable and easy way of providing email services to students and does not require any hardware for the district. It also requires very little in maintenance for the district to keep operational.

Status: We will continue to utilize a hosted email solution to offer email services to students until we deem that it is no longer relevant or needed.

VI. Teacher web pages

We provide every teacher in our district with a webpage that is provided through a hosted solution. Every teacher has a secure and easily maintained website that they manage from anywhere with an internet connection. Since it is hosted, it is no additional burden on the district IT staff to keep them operational. It requires no hardware or software on the district side except internet access.

This service has been a huge benefit for students and parents and we have a need to continue to keep providing it.

Status: We will continue to utilize a hosted website service for our staff web pages until we deem that it is no longer relevant or needed.

VII. Digital Audio/Video Delivery System

Our current audio/video services run over 30 year old analog coax systems to the classrooms and instructional areas. In addition, this system is starting to see quite a few problems and does not offer the features that we now need to provide.

We seek to implement a digital A/V solution that makes all of our A/V resources available anywhere on our data network district-wide. Teachers and students would be able to view any of our available content via any computer and/or wireless laptop in the district. This would allow us to make any of our A/V resources easily available in any instructional area in our district. It would also be delivered via our current data network so that it would not require any additional cabling to implement. This system would also provide a mechanism for us to create and manage our own content as well as live content. With every classroom in the district now equipped with a ceiling mounted projector this will be an evolution in how we deliver our A/V resources to students.

This will impact students that are homebound, in in-school suspension, regular classrooms, in non-traditional instructional areas and others.

Ongoing maintenance for this solution is required to ensure stable functionality and consistent operation.

Status: Our A/V solution has been purchased and installed. We have basic functionality at present but are looking forward to increasing our capacity to utilize some of the more advanced features.

VIII. Updated Wireless LAN Infrastructure

Our current WLAN infrastructure consists of thirty-three wireless access points managed by a dedicated WLAN controller. This upgrade has proved very advantageous and functions well. However, we are now purchasing more laptops than desktops and all of them utilize our WLAN network. This puts increasing demand on that network and we are looking to emerging trends in wireless networking to help alleviate the problem. Solutions may include the addition of “N” capability or WiMax but currently we are still assessing these technologies.

Status: We are still assessing new wireless technologies to evaluate how they may fit into our system and have no timeframe at present.

IX. Network Infrastructure Upgrades

Dillon School District 3 currently operates 16 servers and over 700 computers over a switched Ethernet network. The increased number of workstations and servers as well as the demand for the services that run on top of them requires a network infrastructure to meet that demand. In

addition, services such as VOIP and audio/video delivery now run over the same network. These critical applications require equipment that can provide fast service as well as methods for segmenting these various types of services to provide a high level of reliability and performance. In some places we are at capacity for the number of ports available for end-user devices and require more physical ports to address this problem

We are also in the early stages of building a new school. This school will require new network equipment to provide network resources to the campus. District IT personnel will determine this needs as the building plans are finalized.

Status: A consultant will be utilized in the Fall 2008 to evaluate the district's network infrastructure and provide recommendations for future needs. He will also assist in tweaking the existing network to ensure that it is being utilized in the most efficient manner.

X. New Storage Infrastructure

Demand by users on their network storage has increased and has us approaching capacity very soon. In addition, projects including video, document management and surveillance are underway and all require substantial storage. To compliment our virtualized server environment we also have a need for better storage.

All of these projects lead us to the need of a storage area network (SAN). This will give us a very scaleable system to meet capacity demands as well as provide a measure of disaster recovery that we currently do not have. We have outgrown our current system of server attached storage.

Status: A new iSCSI storage area network (SAN) was implemented in the Spring 2009 adding 3.2TB of network storage to our system.

XI. Network Cabling

Although wireless networking has proved itself to be an invaluable tool, hardwired network connections are still preferred for desktop computers, surveillance and voice applications. In some cases, our original Ethernet cabling can no longer support the speeds required of our desktop computers and needs replacing. We also have a need for cabling to be installed in locations for cameras as we upgrade our surveillance system from analog to ip/digital cameras.

Renovation and construction of classrooms and instructional spaces has also created the need for cabling in them. In addition, we will begin the construction of a new early childhood center in 2009 which will require new cabling.

Status: Cabling for renovated and new classrooms has been determined and some of it has been quoted by cabling contractors. District administrators have met with architects and engineers of the new early childhood center and discussed the cabling requirements of the new campus.

XII. Facilities Upgrades

The newest building in the district is thirty-eight years old and none of the original clock systems in these schools operates. This means that individual clocks have been purchased over the years to fill a need with no thought to managing them correctly and consistently. Even “atomic” clocks could not receive a signal in many of our buildings which lead to almost all clocks indicating a different time. This lead to more and more confusion as schedules got tighter and tighter. We began piloting a wireless clock system in 2005 and it met with great success. We now propose to implement this system on all of our campuses. This ensures that every clock in every location in the district maintains precise time.

Status: Wireless clock systems for the remainder of the district have been completed and all buildings are now running the new clocks.

XIII. Document Management System

Record keeping for our district has begun to be a physical burden. A fire in 1970 eliminated much of the paperwork housed in the district up until that point. Since then, we have stored files in cabinets at the schools and the district office. We are now approaching the limit of our capacity to store any more physical records and are in need of a digital document management solution to help make our record keeping more efficient as well as keep our physical requirements under control.

Status: We have investigated five different vendors so far but have postponed the project for now until further time can be devoted to the project and our infrastructure is able to accommodate it.

XIV. Bus Routing and Management System

Record keeping for district transportation has become an increasing burden on district staff. We have a need to make the maintenance of their documentation more efficient and enhance the speed and accuracy of their reporting.

Status: We have done preliminary investigations of several different solution providers but are now waiting to see how the State proceeds with current initiatives so that we can ensure that our solution meshes with what the State is doing.

XIV. Student and Staff Technology Assessment

Due to State and NCLB requirements, our district has a need for a solution to assess student and staff technology competencies. Our State Department of Education has a proviso that requires all teachers in a district to be certified as technology proficient. In addition, as a recipient of the E2T2 laptop grant, we are required to assess every eighth grader and all staff members. The need is to have a system that can quickly and easily assess teachers and be compatible with other districts. All students are also required to be technology proficient before they graduate. In addition, our district has imposed instructional guidelines that stipulate what technology

skills that students should possess as they progress to each successive school. These are based in the ISTE NETS.

Status: All teachers and 8th grade students participate in the ePortfolio assessment.

IV. District Vision and Mission Statements

Our district was fortunate to be invited to attend the first ISTE Institute in 2003 to which we sent six key district employees. Those included the Superintendent, Director of Instruction, Technology Coordinator, two principals and a lead high school teacher. During the Institute we totally recreated our district technology plan. Our new plan was very simplified and based on ISTE standards. In order to begin our plan anew we created a vision statement which states where we want to go.

Vision Statement:

To promote student achievement through technology-based classroom instruction and to provide the necessary resources to accomplish this at every grade level.

Mission Statement:

To provide our students with the skills they will need to compete in a global market regardless of any barriers such as economic background or learning disability.

V. Plans for the Five Individual Technology Dimensions

Technology Dimension 1: Learners and Their Environment

A. Snapshot of Current Technology Use in District

Our district views technology as a great equalizer for our students and thus takes great pains to infuse technology into every aspect of their education experience. After participating in the ISTE Institute we realized that we needed to make some systemic changes in our district in regards to technology. As a result, we made personnel and curriculum changes to support our new plan. We now expect students leaving our elementary school in fifth grade to have basic keyboarding skills to prepare them for more rigorous technology classes at the middle school. They are also exposed to basic computing skills in classroom centers and a computer lab at the elementary school. We also use projectors, SmartBoards, document cameras, LeapPads and TI calculators to enhance the classroom experience at the elementary level. Once students move to the middle school, they are scheduled to attend technology classes every year for grades sixth through eighth. In these classes they are exposed to various technology skills that they are expected to know before moving on to the high school. Also, 100% percent of the classrooms are now equipped with multimedia presentation systems which include a SmartBoard, projector and document camera

that teachers use daily in regular classroom instruction. Students are also exposed to mobile computing using tablets, laptops and handhelds. At the high school level we expect students to know the skills they need to accomplish assignments without the teachers having to deviate from teaching content to teach technology skills. We are in the process of evolving our business classes from teaching keyboarding to teaching advanced technology skills. In our high school students use technology everyday to email, research, create projects and complete assignments. They are exposed to laptops and handheld computers to broaden their experience. All high school classrooms are also equipped with multimedia presentation systems permanently mounted. This allows teachers to easily incorporate technology into everyday instruction and provide it more effectively. To help support these initiatives every teacher in the district also has a district provided laptop computer equipped with wireless, CD-RW, DVD and all the necessary software to do their job. Complete wireless lan (WLAN) coverage in our district facilitates the use of these laptops.

B. Overall Goal for this Dimension

Our overall goal is to improve student performance and provide them with the skills they need to compete in a global market.

C. Objectives, Strategies, and Action List to Reach Goal

Objective 1.1:

Students learn basic keyboarding skills before leaving fifth grade.

Strategy 1.1:

Students attend technology class in grades second through fifth where they learn keyboarding and technology skills.

Objective 1.2:

Middle school students learn technology skills necessary to complete assignments given at high school level.

Strategy 1.2:

All students in grades six through eight attend technology class where they learn skills based on ISTE standards to prepare them for assignments at high school.

Objective 1.3:

High school students learn the necessary skills and are exposed to technology to allow them to compete in a global market.

Strategy 1.3:

All students are exposed to technology in every class and interact with technology on many different levels. Teachers use technology to give lessons, students use technology to complete assignments and both use technology to communicate.

Action List:

- District level Technology Committee ensures that technology initiatives complement the overall vision of the district and that projects are aligned with our goals.
- Technology Coaches help teachers integrate technology in the classroom.
- Students learn technology skills based on ISTE standards.

D. Implementation Action Steps for District and Schools

- Provide teachers with access to appropriate technology resources.
- Provide teachers with the necessary support and training to use those resources.
- Equip every classroom with the most modern effective technology resources.
- Make every teacher and student aware of what they are expected to know.
- Implement assistive technology to support these initiatives in our special ed population.

E. Funding Considerations for District and Schools

- Professional development courses
- Technology support staff and technology coaches
- Equipment to support the initiatives of our plan

F. Evaluation of Objectives

Sources of Baseline Data:

- Teacher and student surveys
- Student performance on standardized tests
- Student portfolios
- Observations by teachers, tech coaches and administrative staff

Ongoing Data Sources:

- Teacher and student surveys
- Student Performance on standardized tests
- Student portfolios
- Observations by teachers, tech coaches and administrative staff
- Results of outside evaluators and observers
- Access logs for technology resources
-

G. Current Best Practices in District

Our current project of placing multimedia presentation systems in classrooms has proven to be a huge success and a hit with teachers and students alike. We have installed a permanently mounted projector, SmartBoard and document camera in every classroom in the district. In addition, all classrooms have stereo sound

capability and 75% of all classrooms have voice amplification devices in them. This has replaced classroom TVs and overheads and improved classroom instructional delivery methods. Of course this has been complemented by previous projects which gave every teacher a laptop computer and provided full wireless lan coverage in all our buildings.

Technology Dimension 2: Professional Capacity

A. Snapshot of Current Technology Use in District

In developing our first technology plan, we recognized the critical need to provide adequate support for the technology we were implementing. We first hired a district level technology coach to help implement this strategy. As this progressed we were able to replace librarians with media specialists that served as building level technology coaches. These coaches provide a one-to-one avenue for teachers to hone their technology skills and provide constant, on-demand support for them. They assist teachers with integrating technology in the classroom and push teachers to expand their horizons. Our coaches also take a lead in providing workshops and graduate level professional development. We offer “Tech Tuesday” workshops twice a month. Much of our professional development coursework can be done through our *BlackBoard* portal system making our courses a lot more accommodating for our staff. We devote at least 25% of our grant funds towards our staff development initiatives and it gets used in a variety of ways. We have been able to create a staff development room at the district office which has a SmartBoard, document camera, speaker system, ceiling mounted projector, DVD/VHS player and whiteboards to enhance our staff development classes. We even have laptop computers that can be used temporarily for classes in which participants may not have a computer. Teachers are also required to complete a self assessment survey to give the district information it needs to provide appropriate professional development. We have also taken teachers and staff members to the National Education Computing Conference (NECC) and State EdTech Conference. We were invited to present at NECC by ISTE itself where our teachers demonstrated some of the innovative ways we are using technology and learned what other schools are doing also.

B. Overall Goal for this Dimension

Dillon School District 3 will provide its teachers and staff with current and relevant professional development opportunities to ensure that we are maximizing our technology resources to increase student achievement.

C. Objectives, Strategies, and Action List to Reach Goal

Objective 2.1:

The district will have a person supporting technology at each school and keep a Technology Coach on staff perpetually.

Strategy 2.1:

A district level technology coach is in place as they are now in each media center.

Objective 2.2:

Provide graduate level courses as possible and provide technology workshops during the year.

Strategy 2.2:

We are providing technology workshops in the form of “Tech Tuesday” twice each month.

Objective 2.3:

Help all teachers meet the requirements of Proviso 1.29.

Strategy 2.3:

Our courses and workshops are tailored to help our teachers meet these requirements.

D. Implementation Action Steps for District and Schools

- Dillon School District 3 will continue to employ Technology Coaches.
- Dillon School District 3 will continue to offer graduate level courses.
- Dillon School District 3 will continue to host “Tech Tuesdays”.
- Dillon School District 3 will continue to use teacher self assessment surveys to evaluate where we are and how to evolve our professional development.

E. Funding Considerations for District and Schools

- Professional development needs-assessment tools
- Technology Coach salaries
- Develop and offer courses
- Outside evaluators to give guidance on effectiveness

F. Evaluation of Objectives

Sources of Baseline Data:

- PCS records
- Teacher self assessment surveys
- Course and workshop attendance logs
- Observations

Ongoing Data Sources:

- PCS records
- Teacher self assessment surveys
- Course and workshop attendance logs
- Observations
- Technology Coach logs
-

G. Current Best Practices in District

We have received great response from our “Tech Tuesday” program. We offer these workshops twice each month with a different theme each time of something that is relevant to our teachers at the moment. It is voluntary and teachers are encouraged to bring their own issues and questions with them to address one-on-one. Teachers receive renewal credit points for attending and we have averaged about a dozen attendees each time.

Technology Dimension 3: Instructional Capacity

A. Snapshot of Current Technology Use in District

Dillon School District 3 has taken great strides in making technology an important factor in improving classroom instruction. We have tried to identify areas where technology can make teaching more efficient, provide better instruction and improve stakeholder buy-in. To those ends we have implemented several innovative projects. First, we provide every teacher with a multimedia wireless laptop computer to use 24x7. Since the district has full WLAN coverage in all of its buildings teachers have none of the barriers associated with using desktops. To enhance this we also provide remote access to many district software applications via our website. We also provide IGPPro for all teachers to use and require them to submit lesson plans electronically. All of these tools help save time for teachers so that they can concentrate more on instruction. Second, we provide classroom multimedia presentation systems for every classroom. These systems which consist of a projector, document camera and SmartBoard have proven to be invaluable teaching tools. This makes it easy for teachers to incorporate technology into the classroom with a minimum of effort. It also provides better service than overheads and eliminates the need for TVs. Both of these projects contribute to better stakeholder buy-in and put them in touch with the district’s vision of technology.

B. Overall Goal for this Dimension

Dillon School District 3 will provide technology to enhance classroom instruction and provide for more innovative means of instructional delivery.

C. Objectives, Strategies, and Action List to Reach Goal

Objective 3.1:

Dillon School District 3 will continue to research and test emerging technologies that could benefit instruction in our district.

Strategy 3.1:

Employees of Dillon School District 3 will continue to meet with peers in other districts and states to discuss best practices and technologies. They will also continue to participate in state and national education technology conferences.

During school year 2009-10, science teachers will work with our partner, ScienceSouth to enhance classroom instruction in science.

Objective 3.2:

Dillon School District 3 will continue to provide appropriate technology resources in every classroom in the district.

Strategy 3.2:

Through local funding and grants we will provide technology resources for classroom use.

D. Implementation Action Steps for District and Schools

- District technology leaders will continue to research and evaluate innovative new technologies.
- The district will continue to submit grant requests to help fund our initiatives.
- District technology committee will continue to monitor the technology plan and evolve it as necessary to maintain its relevancy.
- Contract with ScienceSouth for staff development for 30 weeks in the 2009-10 school year.

E. Funding Considerations for District and Schools

- Hardware, software and infrastructure upgrades to increase capacity and usefulness
- Pilot projects to determine usefulness of technologies

F. Evaluation of Objectives

Sources of Baseline Data:

- Technology inventory
- Teacher self-assessment surveys
- Student surveys
- Observations
- Technology Coach logs and observations

Technology Dimension 4: Community Connections

A. Snapshot of Current Technology Use in District

Dillon School District 3 is fortunate to have great relationships with many local organizations and this is something we have worked hard to cultivate. We feel that active community involvement is critical to the success of the school system. In light of that, we take every opportunity we can to let the community know what we are doing and how they can participate. We are enabling our new parent portal portion of PowerSchool in Fall 2009 which allows parents and guardians to securely access their student's information from anywhere on the Internet and even receive email reminders as certain events occur. This is replacing our ParentConnect service. To complement that, we started using the eChalk service which allows teachers to easily and quickly post content online for viewing by parents and anyone else interested in what we have going on. Due to the importance of HSAP and a great need, the local bank provided a TI graphing

calculator for every student that needed one and the results have been tremendous with a 100% pass rate on the last two years. In addition, we developed a plan to utilize outdated computers instead of taking them to the landfill. Over 200 computers were refurbished and loaded with age appropriate software and given to homes of our kindergarten students. Most of these homes don't have access to a computer and the program was very well received by local families. To support our staff development initiatives, we have developed a great relationship with a regional university and offer courses in the district from them. With this partnership we are afforded the opportunity to offer these classes on our local campuses and online so that more of our teachers can attend and take advantage of these offerings.

B. Overall Goal for this Dimension

Dillon School District 3 will foster good community relationships and seek strategic partnerships that will allow our students to enhance their learning experience beyond the traditional school locations and times.

C. Objectives, Strategies, and Action List to Reach Goal

Objective 4.1:

Dillon School District 3 will provide effective means of communicating with the district and access to school information.

Strategy 4.1:

Dillon School District 3 will maintain and expand services like voice-mail, email, ParentPortal and eChalk.

Objective 4.2:

Dillon School District 3 will continue to foster strategic partnerships and relationships with the community.

Strategy 4.2:

We are in the process of studying the implementation of a downtown WLAN network and providing WLAN access for our local public library.

Objective 4.3:

Dillon School District 3 will expand current service offerings.

Strategy 4.3:

Dillon School District 3 will continue to add features to webservices and expand the use of voicemail to other schools in the district.

Objective 4.4:

Dillon School District 3 will continue to foster community relationships.

Strategy 4.4:

Dillon School District 3 will continue to make our computer labs available to community members and adult education after-hours.

D. Implementation Action Steps for District and Schools

- Dillon School District 3 will establish ongoing discussion with local community members and seek beneficial partnerships.
- Install WLAN access in local public library.
- Continue to seek grants which offer collaboration between schools and the community.
- Expand non-traditional communication methods like voice-mail and webservices.

E. Funding Considerations for District and Schools

- Hardware, software and infrastructure upgrades to increase capacity and usefulness
- Pilot projects to determine usefulness of technologies
- Facility and instructor costs for having access beyond regular school day
- Grant writers and evaluators

F. Evaluation of Objectives

Sources of Baseline Data:

- Technology Surveys
- Anecdotal records
- Facility usage logs
- Previous grant evaluations

G. Current Best Practices in District

Our ParentConnectXP webservice has been great in getting parents involved and abreast of what is happening with their students in school. We look forward to replacing its capabilities with the new parent portal feature of PowerSchool. We also implemented an emergency alert notification system that can call every family in our district in under fifteen minutes. These increases to our capability to notify those in need in case of an emergency or provide an easy and efficient means of notifying families of important events in the life of the school district.

Technology Dimension 5: Support Capacity

A. Snapshot of Current Technology Use in District

Dillon School District 3 recognizes the major role that technology plays in our district and makes every effort to ensure that these systems have all the necessary resources to operate efficiently. We currently have seven hundred computers in the district with three hundred of those being laptops. Our student to computer ratio district-wide is 2.5:1 and every teacher and administrator has a wireless multimedia laptop. We have sixteen servers that provide service for these computers and a WLAN network with full coverage of all of our buildings. To keep everything running, the district has a full-time Technology Director that is a Novell CNE. The district also employs a district level technology coach and a media specialist in each media center that serves as a building level technology coach for each school. They facilitate the use of technology at the

building level and provide building level support. All of our schools are connected by a high-speed fiber-optic WAN.

B. Overall Goal for this Dimension

Dillon School District 3 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

C. Objectives, Strategies, and Action List to Reach Goal

Objective 5.1:

We will provide a robust and ubiquitous networking environment to ensure that our students and staff have access to appropriate educational material and services.

Strategy 5.1:

We will appropriate necessary funds and personnel to meet this objective.

Objective 5.2:

Dillon School District 3 will have qualified full-time technical personnel.

Strategy 5.2:

Dillon School District 3 has a full-time CNE on staff as Technology Director.

Objective 5.3:

Dillon School District 3 will have Technology Coaches to ensure that teachers and students at the building level have appropriate support for technology integration.

Strategy 5.3:

Dillon School District 3 has employed Technology Coaches.

D. Implementation Action Steps for District and Schools

- Dillon School District 3 will continue a constant evaluation of technology resources to ensure that we have appropriate resources in place to support our plan.
- Dillon School District 3 will continue to adjust its technology plan to accommodate changes and improvements as needs indicate and to support our vision.
- Facility upgrades and renovations will be reviewed to ensure that they have adequate resources to support our technology.
- Personnel requirements will continue to be reviewed to make sure we have adequate resources to keep everything functioning properly.

E. Funding Considerations for District and Schools

- Hardware, software and infrastructure upgrades to increase capacity and usefulness
- Costs of personnel to maintain technology and offer support
- Software licensing and annual maintenance support programs
- Facility upgrades and improvements to support new technology

F. Evaluation of Objectives

Sources of Baseline Data:

- Technology Surveys
- Anecdotal records
- Technology inventories
- Technology usage logs

G. Current Best Practices in District

Even though we were required to employ a Technology Coach as a part of our E2T2 grant through the SDE, our district has really taken this approach to heart. We made the commitment to hire a coach before we even knew the results of the grant recipients and now have added media specialists at each school media center to serve as building level Technology Coaches. This position has had a tremendous impact in our schools and has proven to district leaders that it is invaluable.

VI. Cumulative Benchmarks

2008-09

Learners and Their Environment

- All classrooms in the district have multimedia presentation systems installed
- All classrooms from grades PK-8 have LightSpeed audio enhancement systems
- Students and teachers will use email to communicate
- Every location in the district will have a new clock keeping exact and synchronized time
- Half of eighth grade students will participate in one-to-one project

Professional Capacity

- *Tech Tuesdays* will be offered twice a month during the school year
- Graduate level technology courses will be offered on-site
- Dillon School District 3 will employ a full-time Technology Coach
- Media Specialists at each school media center will serve as building level technology coaches

Instructional Capacity

- 100% of teachers will have a technology component as part of their Goals-Based Evaluation
- Groups of teachers will receive additional support and instruction from the Technology Coach in integrating technology into the classroom
- Teachers participating in the one-to-one project will receive in-depth technology integration assistance

Community Connections

- Dillon School District 3 will offer after-hour access to facilities to approved community programs
- Dillon School District 3 will offer at least one graduate level technology course per year through a local university

Support Capacity

- Dillon School District 3 will keep an inventory of technology resources
- Dillon School District 3 will have a district technology handbook

VII. Acknowledgements

Dillon School District 3 Technology Committee

Dr. John Kirby, Supt.

Robert McIntyre, Technology Director

Esther Rogers, District Technology Coach

Christy Berry, High School Media Specialist/Technology Coach

George Liebenrood, Principal Latta High and Latta Middle

Debra Morris, Principal Latta Elementary

Dollie Morrell, Principal Latta Early Childhood

Dillon School District 3 Board of Trustess

Betty Jo Johnson, Chair

Edward Bethea, Vice Chair

Kyle Berry, Secretary

Eddie Watson

Linda James

Donald MacPherson

Dr. Kenneth Kitts

VIII. Bibliography

The South Carolina State Technology Plan

National Education Technology Plan

ISTE Institute – participating in the six week course provided our team with invaluable knowledge in technology planning and made use of several ISTE texts.

IX. Required Appendices

Appendix 1: No Child Left Behind Action Plan

1. Dillon School District 3 will use funds to provide technology resources that complement classroom learning and provide staff development for faculty members. These resources include installing multimedia presentation systems in all district classrooms. Students will have exposure and proficiency in technology skills needed to be successful. Digital whiteboards will replace chalkboards and allow teachers to seamlessly integrate technology into lessons. Teachers will be able to save lessons online and retrieve them at a moments notice. This initiative also includes moving lesson plans, curriculum resources, and assignments to an online format that will facilitate increased student access to educational material. Another major focus will be funding professional development. Funding will come from a variety of resources including local funds, E2T2 formula grants, E2T2 competitive grants, erate and Title1.
2. One of our goals for students is to provide some form of one-to-one device for their exclusive use. We feel the only way the students can gain significant proficiency is to have unlimited access. This will allow teachers to more easily develop lessons tailored to meet specific academic and technology standards. Another goal is utilizing digital whiteboards. Using these, teachers can now combine the features of overheads with computer projectors and then easily move content online where students can access it from anywhere, anytime. This will allow for access to academic content from any network or internet connected computer. A third goal is the renovation of labs. The labs will be used for class projects, basic keyboarding and Office skills. This coupled with our laptop checkout program and internet access for students will allow all teachers and students to reap the benefits of technology. Currently, the district is modifying its student and teacher technology standards to fall more clearly in line with available technology resources. Fourth, we are focusing our staff development efforts for 2009-10 on science instruction. We are partnering with ScienceSouth to provide science-based staff development for our science teachers for thirty weeks during the year. Our dismal science scores in PACT and PASS, especially as related to math and language arts, have lead us to focus our curriculum and technology strategies on science.
3. Our district views technology as a great equalizer for our students and due to that we place a major emphasis on technology integration. We constantly pursue funding opportunities and explore unique approaches that we think may benefit our students. Our technology plan is constantly under review for needed improvements and adjustments. We have also committed to funding Technology Coach positions to ensure that technology is supported at the building level.
4. Due to the fact that our schools are high-poverty and high-needs, we are striving to find ways to give our students equitable access to technology that their peers in more affluent areas have. One method we have implemented is providing more

computers on school campuses so students without access at home can have access. We have used district funds to provide computer labs and computers in media centers that students can use outside of class. Erate and matching funds have provided major network wiring projects to extend multiple drops into every classroom at all schools. Erate and matching district funds have also provided networking components and servers for all schools. The district has also committed its Formula grant monies, as well as PDSI and Title II. Funding to allow for the project to expand in the future. With funds from this grant, we plan to expand these projects and put technology into the hands of the students on a more regular basis. Students and teachers can check out laptops for use during school and even at home overnight. This will give students without home computers the chance to experience what their peers have regardless of poverty level. By providing teachers with more constant access to technology, teachers will improve their familiarity and ultimately their teaching success.

5. Ongoing professional development will be handled both internally and outsourced as need dictates. Most technology training for teachers, students and staff will be provided by district and school level technology coaches. Those coaches will be in charge of maintaining a district professional development plan to ensure that all professional development initiatives work towards a common goal. Our media specialists will also serve as building level technology support personnel to assist their local users with technology integration and help handle issues. We also outsource some professional development based on need. For 2009-10, we have contracted with ScienceSouth, a nonprofit educational organization to assist us with training teachers in enhancing their science curriculum and technology. We have also sent teachers to be trained in instruction in international standards through the International Baccalaureate program.
6. We have purchased 160 netbooks to be utilized in our E2T2 project for 8th grade. This will allow every student in 8th grade to have a netbook that they can use at school as well as take home each evening. These are approximately \$500 each. We have also purchased batteries for each netbook that will give them power to operate all day at school without needing to be plugged into an outlet. Software for internet filtering and protecting these netbooks has also been purchased. Curriculum and management software has been purchased to allow the teachers to effectively integrate the netbooks into classroom instruction. A storage area network (SAN) was installed to give us ample space to store all the data we expect to create during these projects.
Future purchases for E2T2 are to include a data management system, wireless upgrades, and science technology equipment. A total project cost of \$250,000 including hiring of a technology coach.
7. Technology integration will occur on several different levels. One will be the introduction and use of an online virtual classroom. Another will be the increase in digital whiteboards and LCD projectors to the classrooms. Teachers will move more from teacher to facilitator. To aid in the process, the district technology coach will create professional development plans for teachers and plan an

adequate pace for more technology integration. Since funds are being cut in the new legislative budget, the district is currently re-vamping implementation plans based on a recently completed needs assessment.

Professional development for science curriculum will begin in September 2009. Laptops have been purchased and all 8th graders will receive their laptops in Fall 2009

8. Due to our size and geographic isolation, we are investigating alternative content delivery methods to enhance student learning. One method is by providing teachers with professional development opportunities on an international scale through the International Baccalaureate program. Another is to provide them staff development from real scientists at ScienceSouth. We are also beginning to utilize our digital video solution to stream video content to and from our classrooms.
9. Parents have a strong influence on the success of a student and we seek to take advantage of that influence by fostering communication between parents and the students' schools. We are implementing a new parent portal that will replace our outdated one but which provides a method for parents to view a student's grades, attendance, discipline, etc via the internet. Every teacher is also required to maintain a current website that is used to convey information to parents and students. Parents are encouraged to correspond via email with teachers. Students also have laptops available for checkout that parents can use to assist their students with schoolwork.
10. We have implemented a program that targets parents of our early childhood students and seeks to give them professional guidance. These households were recipients of a batch of refurbished computers that we removed from our inventory. The computers were cleaned and loaded with age appropriate software to give these families a functioning computer.
11. Our method will be determining basic technology competencies according to the Provisos. We will get baseline data of teachers that are competent according to our standards currently and compare that to the number of teachers gaining competency each year. Surveys during phases of the year will be compared to each other as well as those from past projects to determine effectiveness and where effort needs to be concentrated. We will also examine teacher and student interaction with technology to determine how much access is actually being applied to the classroom environment.
12. For 2009-10, with our focus being on enhancing our science curriculum, most of our supporting resources will be acquired to support this project. Items such as probes, sensors, kits, robotics, software, handhelds, etc. will be purchased.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

Currently about 90% of our teachers have been deemed technology proficient based on our initial plan which stipulated that any teacher receiving training in technology is proficient. Now we are enhancing our plan this year with some further guidelines and requirements.

First, all teachers participating in goals-based evaluation must have a technology component as part of it. This means that technology will be a third of their GBE and lend support to our technology initiatives while giving teachers much needed training.

Second, all teachers respond to a technology self-assessment survey twice a year. This data gives us information on what courses and workshops we need to offer and who needs the most help.

Third, based on the surveys and new hires we will identify teachers that need help becoming proficient and target them with specific programs and training by the technology coaches.

Appendix 3: Acceptable Use Policy

TECHNOLOGY RESOURCES

Code **IFBGA*** Issued **9/96**

Electronic communications system

The board is committed to the development and establishment of a quality, equitable and cost effective electronic communications system. The system's sole purpose will be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system.

Failure to abide by the district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed.

Adopted 9/10/96

Latta School District

ADMINISTRATIVE RULE

INTERNET ACCESS

Code IFBGA

PURPOSE

The purpose for Internet access and use of this technology in the classroom is to enhance and support instruction. Only information of sound educational value that meets the goals and objectives of the instructional program will be used in the schools.

ACCESS

Each principal will be responsible to develop procedures for students and staff to access Internet and utilize this technology in the school. Each staff member should be trained

prior to use of this technology. Principals must verify each staff member is capable of properly using and is knowledgeable of policies and procedures for this technology. Teachers should verify each student is capable of using and is knowledgeable of policies and procedures for this technology.

Teachers will have access to search for information that is useful educationally for our instructional goals. Staff will not have access to information that is clearly immoral or pornographic. Access for personal value is not allowed.

Students will have access to information that is only useful for educational purposes for instruction. Access for personal value is not allowed.

Teachers must use passwords to access school networks. Each teacher will be responsible for use of their password. Principals will keep a copy of all access login and password commands. Principals will periodically monitor the tracking of each staff use to ensure no misuse. Consequences range from a warning to termination.

Principals will develop procedures to periodically monitor tracking of student users. Consequences of misuse will range from a warning to expulsion.

SELECTION OF ACCESS MATERIAL

Principals will select a committee to screen and recommend to the principal those access areas that should be allowable for student use (instructional). As these areas are approved by the principal access will be available. Teachers searching for appropriate instructional areas that encounter immoral or pornographic material should immediately inform the principal so that material can be filtered from access.

All available access material and procedures for access must also be approved by the superintendent (or designee). Appeals for denied access will follow normal procedures starting with the school committee, principal, superintendent and the Board of Trustees.

Administrative Rule

TECHNOLOGY RESOURCES

Code **IFBGA-R*** *Issued* **9/96**

General system user responsibilities

On-line conduct

- The individual in whose name a system account is issued is responsible at all times for its proper use. The district's system will be used only for educational purposes consistent with the district's mission and goals. The district prohibits commercial and/or personal use of the district's system.
- System users will not submit, publish or display on the district's system any inaccurate and/or objectionable material.
- System users will not encourage the use of tobacco, alcohol or controlled substances or otherwise promote any other activity prohibited by district policy, state or federal law.
- Transmission of material, information or software in violation of any district policy, local, state or federal law is prohibited.
- System users identifying a security problem on the district's system must notify the appropriate teacher, principal or district coordinator.
- System users may not use another individual's system account without written permission from the principal or district coordinator as appropriate.
- Attempts by a student to log on to the district's system as a district administrator will result in cancellation of user privileges and may result in disciplinary action up to and including expulsion.
- System users will not write to directories other than their own as identified by the district.
- Teachers may require students to restrict access to course program files.
- Any system user identified as a security risk or having a history of violations of district and/or building computer-use guidelines may be denied access to the district's system.
- Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy or modify the electronic mail of other system users is prohibited as is deliberate interference with the ability of other system users to send/receive electronic mail.
- In order to reduce unnecessary system traffic, system users may use realtime conference features such as talk/chat/Internet Relay Chat only as approved by the student's teacher.
- System users will remove electronic mail in accordance with established retention guidelines. Such messages may be removed by the building principal if not attended to by the system user.
- System users will not evade, change or exceed resource quotas or disk usage quotas as set by the principal. A user who remains in non-compliance of disk space quotas after seven calendar days of notification may have his/her files removed by the principal. Such quotas may be exceeded only by requesting to the principal that disk quotas be increased and stating the need for the increase.
- System users will do a virus check on downloaded files to avoid the spreading of computer viruses. Deliberate attempts to degrade or disrupt system performance will be viewed as violation of district policy and administrative regulations and may be viewed as criminal activity under applicable state and federal laws.

- Vandalism will result in cancellation of system use privileges. Fines will be imposed for acts of vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment or materials, data of another user of the district's system or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses.
- Any software having the purpose of damaging the district's system or other user's system is prohibited.
- Copyrighted material may not be placed on any system connected to the district's system without the author's permission. Only the owner's or individuals the owner specifically authorizes may upload copyrighted material to the system.
- System users may download copyrighted material for their own use. System users may redistribute non-commercial copyrighted programs only with the express permission of the owner or authorized person. Such permission must be specific in the document or must be obtained directly from the author in accordance with applicable copyright laws, district policy and administrative regulations.
- System users may upload public domain programs to the system. System users may also download public domain programs for their own use or non-commercially redistribute a public domain program. System users are responsible for determining whether a program is in the public domain.

Telephone/membership/other changes

- The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's system.
- Any disputes or problems regarding phone services for home users of the district's system are strictly between the system user and his/her local telephone company and/or long distance service provider.
- Commercial and/or personal use of the district's system is prohibited.

Updating member account information

- The district may require new registration and account information from system users to continue service.
- System users must notify the district of any changes of account information such as address and phone number.
- Student account information will be maintained in accordance with applicable education records law and district policy and administrative regulations.

Information content/ third party supplied information

- System users and parents of system users are advised that use of the district's system may provide access to other electronic communications systems that may contain inaccurate and/or objectionable material.
- The district does not condone the use of objectionable materials. Such materials are prohibited in the school environment.
- Parents of students with accounts on the district's system should be aware of the existence of such materials and monitor their student's home usage of the district's system accordingly.

- Students knowingly bringing prohibited materials into the school environment will be subject to suspension and/or revocation of their privileges on the district's system and will be subject to discipline in accordance with the district's policy and applicable administrative regulations.
- Staff knowingly bringing prohibited materials into the school will be subject to disciplinary action in accordance with district policy for discipline and dismissal.
- Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third party individuals in the system are those of the providers and not the district.

System access

- The following individuals are authorized to use the district's system:
 - All district employees
 - Students in grades K-12. Students may be granted account for up to one academic year at a time. K-12 teachers may apply for a class account. The teacher is ultimately responsible for use of the account and is required to maintain password confidentiality by not giving his/her password to students. All passwords should be changed frequently.
 - Non-school persons who request guest accounts. Guest account requests may be made to the principal. Requests may be granted on a case-by-case basis consistent with the district's mission and goals and as needs and resources permit.
- Students completing required course work on the system have first priority to district equipment after school hours.

Appendix 4: How E-Rate Areas Have Been Addressed

1. Dillon School District 3 will seek to utilize erate funding for various technology needs. These items will include basic telephone service, email, internet access, networking infrastructure upgrades and maintenance. We were fortunate to receive erate discounts in 2007/08 for some major projects and subsequent erate discounts will allow us to maintain those initiatives.
2. Dillon School District 3 has Proviso 1.29/1.40 policies in place to ensure teacher competency. In addition, teachers are constantly provided workshops and staff development on network and internet resources.
3. Under the needs assessment, the district has stated needs as viewed by the current technology team. While bandwidth is currently a major concern, the infrastructure needed to use and manage increased bandwidth is in place. The need for network maintenance is addressed as part of the outsourcing of some network features to free time for current technology staff to assist in integration strategies.
4. As stated earlier, the district has budgeted line items for telephone and email in the amount of full cost prior to erate funding. These funds were based on current RFP proposals. In the event that erate funding is not available; the district sees these basic services as mandatory to technology. The amounts of specific items will vary as time passes, but these amounts are available upon request.
5. The district will evaluate the technology plan, with specific emphasis on network capacity quarterly. As updates and changes are needed, or as problems arise, the district will modify its technology plan and the assessed needs. Since the erate program is annual in nature, the need for planning and foresight is paramount. Currently, the district is reshaping plans in accordance with the 2-5 rule. The district is now seeking basic service such as telephone, email, and maintenance. As needs arise, the district will augment the proposed eRate plans.
6. Given the difficulty of securing erate funds and the advent of the 2-in-5 rule, we will no longer request erate funding for internal connections and focus our efforts on basic telephone service, internet access and maintenance.

Appendix 5: Report on Last Year's Progress toward Goals, Objectives, Strategies, Benchmarks, Actions and Outcomes

School year 2008-09 was an interesting year in regards to technology. We began implementation on a project to provide every 8th grader with a laptop device. This proved to be more cumbersome than previously expected and we will improve on our efforts in 2009-10. Otherwise, we continued much as we had in 2007-08. All students in grades two through eight has email accounts and every teacher had a website. All teachers are working towards to technology proficiency. All 8th grade students took the pre and post assessments in ePortfolio. We utilized our new VBrick digital video delivery system in classroom instruction. And we implemented our new VOIP system for the middle school.

X. Technology Plan Budget

2009-10

| | |
|-----------|--|
| \$60,000 | Technology Coach Salary |
| \$10,000 | provided by district for technology support services |
| \$25,000 | provided by District to update business lab at Latta high School |
| \$15,000 | budgeted for district telephone service, erate discounts sought |
| \$4,800 | provided by district for Novell SLA |
| \$4,000 | district portion of eChalk, erate discounts sought |
| \$60,000 | Teacher laptop replacement |
| \$150,000 | E2T2 grant for one-to-one project |
| \$30,000 | provided by district for science staff development |
| \$50,000 | Technology resources to support science focus |

2010-11

| | |
|----------|--|
| \$60,000 | Technology Coach Salary |
| \$10,000 | provided by district for technology support services |
| \$15,000 | budgeted for district telephone service, erate discounts sought |
| \$4,800 | provided by district for Novell SLA |
| \$3,500 | Basic maintenance on VBrick system, erate discounts sought |
| \$4,000 | district portion of eChalk, erate discounts sought |
| \$60,000 | Teacher laptop replacement |
| \$50,000 | Technology resources to support history focus |

2011-12

| | |
|-------------|--|
| \$60,000.00 | Technology Coach Salary |
| \$10,000.00 | provided by district for technology support services |
| \$15,000.00 | budgeted for district telephone service, erate discounts sought |
| \$4,800.00 | provided by district for Novell SLA |
| \$3,500.00 | Basic maintenance on VBrick system, erate discounts sought |
| \$4,000.00 | district portion of eChalk, erate discounts sought |
| \$60,000.00 | Teacher laptop replacement |
| \$150,000 | Replace outdated student laptops |
| \$50,000 | New servers |

2012-13

| | |
|-------------|--|
| \$60,000.00 | Technology Coach Salary |
| \$10,000.00 | provided by district for technology support services |
| \$15,000.00 | budgeted for district telephone service, erate discounts sought |
| \$4,800.00 | provided by district for Novell SLA |
| \$3,500.00 | Basic maintenance on VBrick system, erate discounts sought |
| \$4,000.00 | district portion of eChalk, erate discounts sought |
| \$60,000.00 | Teacher laptop replacement |